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ABSTRACT

To determine the specific nature of the environmental "press" derived from paternal occupation on the social interaction of children in the classroom, 1,386 elementary children were administered the Barclay Classroom Climate Inventory. Results are presented according to the fathers' occupations. (MS)

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The Influence of Paternal Occupation on Social Interaction Measures in Elementary School Children

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The objectives of this study were to analyze the effect of paternal occupation as classified by Holland on the social interaction, vocational awareness, self-report and teacher expectations of their children in the elementary school.

For many years it has been recognized that culture influences the development of patterns of social interaction through the primary mechanism of the family. These patterns are transmitted through a variety of techniques including modeling, selective reinforcement, punishment and many other methods (Hollingshead & Redlich, 1958; Bandura & Walters, 1963; Baumrind, 1971). Numerous studies have concluded that the family transmits certain kinds of behaviors and attitudes which mediate the basic mode of social adjustment in the schools. Some of these studies have been related to the concept of the environmental press. For example, Pace and Stern (1958) began exploration of the educational environment and Astin (1965) coded systematically the press of educational institutions deriving the characteristics of institutional expectations from a variety of student and faculty characteristics indices.

Holland (1959, 1960, 1965, 1966) has most systematically generated a theory of personality development that was closely related to vocational interests. Holland has suggested that the choice of an occupation is an outward sign of a constellation of interests, reinforcers, value judgments etc., which basically mediate social interaction. This finding was partially extended to the elementary

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and secondary school by research of the senior author (Barclay, 1967a, 1967b). In the first of these studies it was observed that elementary school children already show a pattern of interests similar to those obtained by secondary and college students. In the second study an examination of a host of test variables for a large secondary population indicated that "ideal" students as rated by teachers in various curricula in the high school tended to be congruent with the "press" of the teacher. Thus, teachers tended to rate high those students who most conformed (according to Holland's theory) with the demands of their own professional identification. Hence, students rated as superior in foreign languages showed a markedly similar profile on Holland's Vocational Preference Inventory to the same dimensions in the college or university setting.

Method

This study attempted to determine the specific nature of the environmental "press" derived from paternal occupation on the social interaction of children in the elementary classroom.

The subjects were 1386 elementary children in the Corpus Christi Public Schools who were tested during the spring of 1970 on the Barclay Classroom Climate Inventory. The children were fourth, fifth and sixth graders in six schools. Of the schools, one serves primarily lower class black children, one lower class Mexican-American children, three middle-class predominantly white children, and one upper middle class white children.

The instrument used was the Barclay Classroom Climate Inventory, a multiple-needs assessment system which utilizes multiple inputs from self-report, peer judgments and teacher expectations. The instrument has within its dimensions self-report competency skills, self-report vocational interests and reinforcers, peer group judgments in similar areas, and teacher judgments of each child as completed on an adjective check-list. These multiple inputs are then integrated

via a multi-trait multi-method factor analysis to provide a composite analysis of major dimensions of the environmental press. The instrument can be administered to children in about one-hour, is scored by optical scanning processes and then integrated by a computer into a written report. The printout provides a succinct analysis of the individual child by comparison of his factor scores on a number of dimensions. Not only does the individual computer report provide summary characteristics of the child, but also probability type judgments regarding the nature of his school problems and suggested alternate strategies for coping with the child's problems. It is meant to be used by classroom teachers, counselors, school psychologists and principals to provide base-line multiple-needs assessment data regarding social interaction. Used as a diagnostic tool, it provides learning teams in the school with reliable and valid multiple inputs regarding the climate of the classroom (Barclay, 1971). It has been administered to about 5,000 children in 14 states, and has manifested good reliability and validity strengths (Barclay, Stilwell, Santoro & Clark, 1971).

The BCCI was constructed initially along principles derived in part from Holland's theory and in part from social learning theory. Thus, the self-report section consists of a number of skill competencies which are divided into artistic-intellectual, social-conventional, enterprising and realistic-masculine dimensions. Group sociometric choices are also based on this rationale as are some vocational titles especially selected for elementary school children. Children are asked to rate themselves on self competency based skills they think they possess (e.g. running fast, playing a musical instrument, making the class laugh etc.) and to nominate classroom peers who best can do these same types of activities. The teacher rating dimensions consist of 63 adjectives which the teacher checks or does not check as typical of the child's behavior. The behavioral interest section consists of a series of activities which are related variously to peer group, family,

intellectual task-orientation, esthetic and self-stimulating activities. Here children are asked whether they like very much, sometimes, or not at all a series of activities such as going on a trip with one's family, eating ice cream, being praised by the teacher etc. In all there are thirty-six independent scales thus obtained.[1]

Utilizing Holland's classification system for occupations (Holland, et. al., 1970), the paternal occupation of 1386 children in the fourth, fifth and sixth grades was classified. Using the scores obtained on the 29 independent scales separate analyses of boys and girls were obtained on a multivariate program. This computer program provides not only multivariate F ratios for each occupational grouping, but also provides univariate F ratios for each of the independent variables. The intention of this analysis was to determine first of all whether the particular vocational group differed in its entire configuration from the grand mean, and secondly (if the resulting multivariate F ratio was significant) what were the specific variables which were significant by univariate F ratio analysis.[2]

Results

Table 1 provides the multivariate F ratios for males and females. There are 29 variables for 706 males and 680 females.

----insert table 1 about here----

Of the twenty-one paternal vocational classifications compared in the multivariate analysis thirteen of the male groups are significant at the .06 level or better and fourteen of the female groups are significant at this same level.

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[1] Note in this study the reinforcer scales were not yet included. This data analyses are based on 29 scales.

[2] This program was developed by Dr. Jeremy Finn of State University of New York at Buffalo.

Tables 2 and 3 present a summary of significant univariate F ratios obtained on the major dimensions of the BCCI. The significance level is represented by the .10, .05, and .01 levels though many F ratios obtained were significant at much higher values.

----insert tables 2 & 3 about here----

----insert figure 1 about here----

The analyses summarized in tables 1-3 support strongly the judgment that occupational choice in adults relates to differential social interaction responses in their children. Though the occupational choice only of the father was coded and obtained, it is assumed that the choice of a mate may also be related to a cluster of attitudes, behaviors, needs, reaction to environmental "press" and reinforcers as specified by Holland's theory. Indirect evidence of this fact is provided by Baumrind's study of 246 families (1971). She found that distinctive patterns of child rearing are related to authoritarian, authoritative and permissive parents. Her conclusions indicated that authoritative parents, (i.e. those who knew the values they believed in and positively fostered the development of these values in their children, but with a recognition of individual differences) were more effective generally in the development of social competencies via both responsible and independent behavior in children than were authoritarian or permissive parents. Though these specific categories as used by Baumrind cannot be inferred from the Holland data as such, it may be possible to determine to what extent the social interaction characteristics of minor males and females compares with the occupational coding system devised by Holland. If similarities or contrasts emerge in the social interaction pattern of children by comparison with the occupation code of the father these findings should be either confirmatory or non-confirmatory of the transmission of a set of attitudinal and behavioral expectations.

1. Analysis of Differences for Boys

Utilizing only those groupings in which a significant multivariate F ratio was found, let us look at the characteristics of these groups as distinguished by the univariate F ratios to provide a vignette of how boys whose fathers are in given occupations differ from others on self-report, vocational awareness, group sociometric choices and teacher expectations. It may be helpful to the reader to review Figure 1 which explains the BCCI variables in summary fashion. The following vignettes then are derived from an inspection of the significant high and low F ratios obtained from Tables 2 and 3.

Sons of Office Workers (CIS, CSI, CIR). Boys whose fathers are in this occupational code tend to be viewed by the group as more reticent, shy and withdrawn. They tend to be high on conventional and masculine vocational interests and tend to be low on social and status occupations. This is generally confirmatory of the kinds of behaviors and interests which are related to their father's occupation and might lead one to suspect that verbal interaction in the home is less than in some other families.

Sons of Military (REI). Boys whose fathers are in the military service may often have their fathers absent for some period of time. These boys are seen by the group as more reticent, shy and withdrawn indicating less effective social interaction. They show slightly elevated vocational interests in realistic-masculine, social, enterprising and masculine occupations and tend to be viewed less by teachers as unstable extroverts. This constellation of social interaction characteristics is also generally congruent with the paternal occupation code.

Sons of Sales and Management Personnel (ESC). Boys whose fathers engage in sales and management activities tend to be lower in self-reported enterprising skills (which may be a defensive reaction against fathers who show a considerable

amount of this behavior), but do show a slightly elevated enterprising scale mean for the vocational interest area. They tend to be less interested in realistic, intellectual, social, conventional and artistic occupations. They tend to be interested in typically masculine occupations. Here again, the enterprising vocational interests conforms with the paternal occupation code.

Sons of Teachers (SAI). Boys whose fathers are teachers tend to view themselves as possessing higher self competencies in the areas of artistic-intellectual and enterprising skills. They are also viewed by the group as being somewhat more competent in these same areas. However, their vocational interests are generally depressed and below in most of the dimensions excepting the masculine interests. Teachers tend not to see them as unstable extroverts. Probably the higher self competencies in artistic-intellectual and enterprising areas represents a "press" in this direction derived directly or indirectly from the major concerns of their parents. Teachers generally advocate intellectual-artistic values and interests as well as enterprising values in the sense that they have often arrived at a middle-class status by dint of personal effort and work. Their sons tend to share this identification.

Sons of Chemists and Geologists (IRA). Boys whose fathers are in these occupations tend to have a higher self report on realistic and masculine skills and are seen by the peer group as possessing higher skills in this area also. They are also observed as being higher on social-conventional and enterprising skills. Their vocational interests are generally depressed by comparison with other groups except for interests in typically masculine occupations. They are generally viewed by teachers as stable and dependable boys.

Sons of Physicians (ISA). These boys tend to rate themselves higher in artistic-intellectual skills, and tend to be viewed by the peer group as higher on artistic-intellectual, realistic-masculine, and enterprising skills. They

have lower vocational interests in most of the scales with the exception of masculine and status-linked occupations. Though status as such does not enter into the coding system of Holland, the fact that these boys are higher on the status dimension and their self and group scores are also high in the relevant scales would appear to indicate that they are quite cognizant of the high status and prestige that a physician holds in the community. Thus their interests and social interaction tends to confirm an identification with paternal occupation.

Sons of Accountants and Appraisers (CES) and Sons of Busdrivers and Clerks (CRS,CRE). There were very few subjects in these groupings and yet a significant multivariate F ratio was generated. The sons of the former show lower scores in vocational awareness and interest in social, conventional and enterprising scales, but do show higher interests in masculine and status occupations. The sons of busdrivers and clerks tend to show a high interest in social and status occupations with lower interest in realistic, artistic and control occupations. Teachers tend to rate them lower on stable characteristics. These findings appear congruent with the paternal occupation classification.

Sons of Mechanics (RCI). These boys tend to see themselves as somewhat more enterprising and show a higher score on social occupations. They tend to be lower on interests in enterprising and status occupations and are not seen by teachers as unstable extroverts.

Sons of Lawyers and Judges (E). These boys tend to see themselves as possessing more realistic and masculine skills, and are seen by the peer group as possessing high skills in this same dimension as well as social-conventional interpersonal skills areas. They tend to have depressed vocational interest scores in the social, conventional and enterprising as well as status dimensions, but are interested in typically masculine occupations. Though one would have suspected

they should be high on enterprising and status occupations, it is noted that they possess self and group judged skills commensurate with the enterprising nature of their father's work.

Sons of Hospital Personnel (S). These boys tend to show less interest in social, conventional and enterprising occupations. They do tend to have higher masculine interests. This was a very small group and the differences are minimal.

Sons of Dentists (IRE). These boys tend to be seen by the group as the most disruptive. They and the sons of engineers tend to have above average group nominations for being disruptive and aggressive in the class. They also show lower interests in social conventional and typically masculine occupations with a slightly elevated group mean on status occupations.

Sons of Fathers who are Unknown. Perhaps the most significant finding of this study relates to this group. Many significant F ratios were obtained. Boys whose fathers are unknown or absent from the home tend to be seen by the peer group as lower in realistic and masculine skills and enterprising efforts. They tend as a group to make many vocational interest preferences. Thus, they are high on realistic-masculine, social, conventional, enterprising and artistic scales. But they are also seen by teachers as lower on both the unstable-extrovert and stable-introvert dimensions. Their personal and social adjustment ratings (not reported) are very low by comparison with other groups. This finding would strongly imply that boys whose fathers are reported as absent from the home or unknown are considerably handicapped both in their own self estimate of skills and in the group nominations they receive. In addition, teachers almost universally expect little from them and rate them low on most dimensions. On

the other hand they show an elevated interest in nearly all of the occupational scales.[1]

For the most part, the analyses of the social interaction characteristics of boys on the BCCI variables and by the occupational category of their father tends quite strongly to affirm the existence of a differential set of parental expectations and cultural transmission of attitudes and behaviors which are carried over into the school environment. This finding is consistent with basic family identification for children. It is relevant for both boys and girls as we shall see in the next section.

2. Analysis of Differences for Girls[2]

Daughters of Architects, Designers and Writers (AIR, ASI, AIS). Girls whose fathers are in this category tend to view themselves as possessing fewer realistic and outdoor skills and fewer enterprising skills. By comparison with the other girls in this study they tend to be viewed as less disruptive by the group and to show less interest in conventional occupations. They tend to be rated by teachers as higher on the stable-introversion scale and lower on the unstable-extroversion scale.

Daughters of Laborers (RSE). These girls tend to see themselves as lower on realistic and outdoor skills, and are viewed by the peer group as not possessing group enterprising or leadership skills. They are not seen as disruptive by the group and do show a higher interest in artistic occupations with a lower interest in status ones.

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[1]These analyses do not take into consideration racial differences. However, approximately one third of the sample was Black and another third Spanish-American.

[2]Note that a separate set of norms are used for girls and these comparisons are with other girls - not boys.

Daughters of the Military (REI). Girls whose fathers are in the military tend to have depressed self-enterprising and vocational enterprising scores. They do show a higher interest in artistic and creative occupations.

Daughters of Sales and Management Personnel (ESC). Girls whose fathers are in sales and management positions tend to view themselves lower in self-enterprising skills, but are rated higher by the group in artistic-intellectual, realistic-outdoor and social-conventional skills. Their vocational interests are generally below average in most dimensions, but they are seen as significantly above average on teacher ratings relating to stable and predictable behavior.

Daughters of Teachers (SAI). These girls, as their brothers, tend to rate themselves higher on self artistic-intellectual skills and social-conventional skills. They show very depressed vocational interest scores in all dimensions except control and typical feminine occupations. Here they show a considerable interest in stereotypic feminine occupations and a high degree of control. They are also viewed above average in stable behavior as judged by teachers.

Daughters of Chemists and Geologists (IRA). These girls are seen as above average in group disruptive nominations and show little interest in social, conventional or enterprising vocations.

Daughters of Physicians (ISA). These girls, as their brothers, tend to view themselves as high on self enterprising activities, and to be viewed by their peers as high on artistic-intellectual and social-convention dimensions. They are not seen as disruptive, show little interest in social, conventional and enterprising occupations, but do show an interest in typically feminine occupations.

Daughters of Accountants (CES). Girls whose fathers are accountants tend to recieve more group artistic-intellectual and social-conventional nominations, are

less interested in social, enterprising and status occupations and are seen by teachers as stable introverts.

Daughters of Busdrivers & Clerks (CRS, CRE). These girls are viewed by the group as more often disruptive and aggressive, show an above average interest in social occupations and are seen by teachers as both more uncontrolled and acting-out and as stable introverts.

Daughters of Mechanics (RCI). These girls tend to view themselves as lacking in outdoor and manual skills, but are seen by the group as possessing an above average degree of artistic-intellectual and outdoor-manual skills. They are also seen by the group as more prone to be viewed as shy, withdrawn or introverted and lacking in social communication skills. Teachers tend to rate them as stable individuals.

Daughters of Truckdrivers (RCE). These girls view their self artistic-intellectual skills as below average, do not see themselves as possessing an average amount of enterprising or leadership skills, and are seen as below average by the group on artistic-intellectual skills. They tend to be viewed by teachers as melancholic i.e., unstable introverts.

Daughters of Lawyers and Judges (E). These girls tend to be low on self realistic-outdoor skills and high as rated by peers on artistic-intellectual and social-conventional skills. Their vocational interests are somewhat depressed on the social conventional and enterprising dimensions. They tend to be viewed very positively by teachers as stable introverts or stable extroverts.

Daughters of Dentists (IRE). These girls tend to view themselves as somewhat deficient in outdoor-physical skills, are seen by the group as above average on social-conventional skills and are also seen as considerably above average on disruptive and aggressive behavior in the class. This is similar to the profile noted for the sons of dentists.

Daughters of Fathers who are Unknown. In this category as is true of the boys there are many very significant F ratios. These girls tend to view themselves as lower on artistic-intellectual skills, but higher on realistic-masculine skills. They are seen by their peers as low on social-conventional skills, show elevated vocational interests in almost all dimensions except control and femininity, and are uniformly rated higher on impulsive acting-out behavior by teachers. Thus, girls whose fathers are absent from the home tend to show more masculine traits and characteristics and appear to make many vocational interest choices as a compensation factor or as a sign of their desire to make something of themselves.

Discussion

The findings of this study have some significant implications both for supporting Holland's theory of vocational choice and for social interaction in the schools. It would appear from the kinds of differences which have been reported that the social interaction characteristics of boys are generally related to the Holland coding system for these boys' fathers. Obviously, the matter of intelligence, education, socio-economic level are factors which enter in to this variance. Nonetheless, the fact remains that the self-report, group nominations, vocational interests and teacher judgments seem to covary in some manner or other consistent with the theorized characteristics of the paternal occupation. There would thus appear to be a definite relationship between the paternal occupation and a variety of independent self, teacher and social interaction variables as measured in the classroom environment. A similar set of behaviors are observed for girls. For both boys and girls having a teacher as a father appears to be related to enhanced self artistic-intellectual and social scores. Children whose fathers are physicians or in legal professions tend to

be viewed by their peer group as possessing social-conventional skills and leadership potential. The absence of a father in the home tends to depress self-report scores for both boys and girls and spells almost automatically lower group nominations and considerably lowered teacher judgments.

All of these findings appear to support the notion that much of human inter-personal behavior is generated out of social interaction and expectations. The occupation of a child's father is a quick index of his social standing and his personal worth. Teachers tend to rate the children of certain occupations high and they certainly underestimate or do not show proper expectations for children without fathers. What all this seems to indicate is that judgments about children lead to expectations, and expectations mediate social behavior. This logic holds both for the familial cultural transmission and the school learning environment.

Figure 1

Explanation of BCCI Code Variables

Variable		Explanation
SAI	Self Artistic-Intel'ectual	- relates to skills such as collecting books, taking music lessons, etc.
SRM	Self Realistic-Masculine	- relates to skills such as building things, using tools, and motor skills.
SSC	Self Social-Conventional	- represents skills in interpersonal relations.
SE	Self Enterprising	- relates to desired or actual leadership ability and high need achievement.
GAI	Group Artistic-Intellectual	- a cluster of items relating to artistic and intellectual skills.
GRM	Group Realistic-Masculine	- a cluster of items relating to outdoor, manual and physical skills.
GSC	Group Social-Conventional	- a cluster of items relating to interpersonal skills and sociability.
GE	Group Enterprising	- a cluster of items relating to originality, leadership skills.
GR	Group Reticence	- a cluster of items relating to shy, withdrawn and passive behavior.
GD	Group Disruptiveness	- a cluster of items relating to disruptive, noisy and aggressive actions.
R	Vocational Realistic	- a list of occupations relating to outdoor and manual skills.
I	Vocational Intellectual	- a list of occupations relating to intellectual and scientific skills.
S	Vocational Social	- a list of occupations relating to social and affiliation skills.
C	Vocational Conventional	- a list of occupations relating to conventional and clerical skills.
E	Vocational Enterprising	- a list of occupations relating to enterprising and money making skills.
A	Vocational Artistic	- a list of occupations relating to artistic and creative skills.
CT	Vocational Control	- a list of occupations which denote high control-safe conservative choices.
MF	Vocational Male-Femal	- a list of occupations (scored in a different manner) for boys and girls.
ST	Vocational Status	- a list of occupations denoting high social and enterprising status.
MEL	Teacher Rating Melancholic Dimension	- a list of adjectives related to unstable introverted behavior.
CHL	Teacher Rating Choleric Dimension	- a list of adjectives related to unstable extroverted behavior.

Figure 1 (Continued)

Variable		Explanation
PHL	Teacher Rating Phlegmatic Dimension	- a list of adjectives related to stable introverted behavior.
SAN	Teacher Rating Sanguine Dimension	- a list of adjectives related to stable extroverted behavior.

Note: The six dimensions of personal adjustment positive and negative, social adjustment positive and negative, and effort and motivation positive and negative as rated by the teacher were omitted since they covary systematically with each other, i.e. a high PA + automatically means a low PA - etc.

Table 1

Multivariate Tests of Equality of Mean

Vectors for 706 Boys and 680 Girls

Paternal Occupational Category (Holland's Code)		N	Multivariate df	F	p <
Architect, Designers (AIR, ASI, AIS)	Boys	5	29&656	1.39	.083
	Girls	3	29&630	1.59	.026
Office Workers (CIS, CSI, CIR)	Boys	25	29&656	1.44	.064
	Girls	14	29&630	1.24	.181
Day Laborers (RSE)	Boys	32	29&656	.99	.471
	Girls	23	29&630	1.50	.044
Military Personnel (REI)	Boys	35	29&656	1.63	.019
	Girls	37	29&630	1.46	.057
Farmers and Truck Farmers (RIC)	Boys	97	29&656	1.02	.439
	Girls	82	29&630	1.26	.158
Sales and Management (ESC)	Boys	86	29&656	1.75	.009
	Girls	96	29&630	2.76	.0001
Teachers (SAI)	Boys	32	29&656	1.76	.008
	Girls	32	29&630	2.06	.001
Chemists and Geologists (IRA)	Boys	10	29&656	1.71	.011
	Girls	12	29&630	1.81	.006
Physicians (ISA)	Boys	12	29&656	1.42	.068
	Girls	11	29&630	1.52	.040
Accountants (CES)	Boys	3	29&656	1.54	.034
	Girls	7	29&630	1.79	.006
Busdrivers and Clerks (CRS, CRE)	Boys	6	29&656	1.55	.032
	Girls	3	29&630	1.43	.066
Mechanics (RCI)	Boys	57	29&656	1.59	.025
	Girls	50	29&630	1.64	.018
Truck Drivers (RCE)	Boys	28	29&656	1.20	.209
	Girls	30	29&630	1.57	.029
Skilled Services (R)	Boys	109	29&656	1.96	.525
	Girls	111	29&630	1.35	.102
Lawyers and Judges (E)	Boys	9	29&656	1.52	.040
	Girls	10	29&630	1.69	.013
Hospital Workers (S)	Boys	4	29&656	1.77	.008
	Girls	11	29&630	1.14	.279

Table 1 (Continued)

Paternal Occupational Category (Holland's Code)		N	df	F	p
Skilled Technicians (IRS, ISC)	Boys	7	29&656	1.31	.127
	Girls	9	29&630	1.24	.181
Engineers (RIE)	Boys	22	29&656	.86	.665
	Girls	23	29&630	1.30	.130
Dentists (IRE)	Boys	9	29&656	1.77	.008
	Girls	6	29&630	2.12	.0006
Unknown	Boys	80	29&656	1.86	.004
	Girls	85	29&630	3.00	.0001
Deceased	Boys	23	29&656	.73	.848
	Girls	15	29&630	1.03	.411
No Response	Boys	15	(Analysis not performed)		
	Girls	10			

Table 2

Significant Univariate F Ratios Obtained from Multivariate Analysis of Paternal Occupational Category by BCCI Variables for 706 Boys

Occupation	SAI	SRM	SSC	SE	GAI	GRM	GSC	GE	GR	GD	R	I	S	C	E	A	CT	MF	ST	MEL	CHL	PHL	SAN
Architects		+05									-10		-01	-05				-01			-10		
Office Workers									+01				-01	+10				+01	-05				
Day Laborers													+05					+10					
Military									+05		+10		+10		+10			+10			-05		
Farmers									-10	-10				+01		+05	-05						
Sales & Management				-05							-01	-10	-01	-01	+10	-10		+01					
Teachers	+10			+05	+10						-05		-01	-01	-01	-05		+01	-01		-10		
Chemists & Geologists		+10				+10	+05	+10			-01		-01	-01	-01			+01	-01	-05	-10		
Physicians	+10				+10	+05		+01			-01		-01	-01	-01			+01	+05				
Accountants													-01	-01	-01			+01	+05				
Busdrivers etc.											-01		-01			-05	-10		+05				-05
Mechanics				+10									+10		-01				-05		+05		
Truckdrivers																	-05		-10		-10		
Skilled Serv.				+10															-05				

Table 2 (Continued)

Occupation	SAI	SRM	SSC	SE	GAI	GRM	GSC	GE	GR	GD	R	I	S	C	E	A	CT	MF	ST	MEL	CHL	PHL	SAN
Lawyers & Judges		+10				+10	+10						-01	-01	-05			+01	-01		-10		
Hospital													-01	-05	-05			+01	-01				
Skilled Tech.										+10			-01		+10			+01	+10				
Engineers	+10																						
Dentists										+01			-01	-01				-01	+10				
Unknown						-01		-05			+05		+05	+01	+01	+01					-01	-01	
Deceased			-10										+10					+10	+05				

Note: categories with significant multivariate F ratios underlined. Decimal points omitted. Significance level refers to univariate F ratio between this category and the grand mean and is designated as significant above or below the grand mean.

For explanation of codes of variables see figure 2. Note also that six of the comparison teacher rating scales relating to personal, social and effort adjustment are omitted to save space.

Table 3

Significant Univariate F Ratios Obtained from Multivariate Analysis

of Paternal Occupational Category by BCCI Variables for 680 Girls

Occupation	SAI	SRM	SSC	SE	GAI	GRM	GSC	GE	GR	GD	R	I	S	C	E	A	CT	MF	ST	MEL	CHL	PHL	SAN
Architects		-05		-10						-01				-10							-01	+05	
Office Worker										-01	-10		-05				+05				-10		
Laborers		-10						-10		-01						+10			-10				
Military				-10						-01					-10	+10							
Farmers			-01		-01	-10		-10			+05				+10					+05	+05		-10
Sales & Management				-01	+01	+10	+01			-01	-01	-01		-01	-01	-10			-10	-10	-01	+01	+01
Teachers	+05		+05							-01	-01	-01	-01	-01	-01		+01	+01	-01		-01	+10	+10
Chemists & Geologists										+01			-01	-01	-01			+05	-01		-01		
Physicians				+05	+10		+05			-01			-01	-05	-01			+05	-05		-05		
Accountants					+01		+10			-01			-05		-10				-10		-01	+10	
Busdrivers										+01			+10						-10		+05	+05	
Mechanics		-05			+10		+10		+01	-01											-01	+01	+10
Truckdrivers	-10			-10	-10					-05										+10	-10		
Skilled Ser.	-05																				-01	+05	+05

Table 3 (Continued)

Occupation	SAI	SRM	SSC	SE	GAI	GRM	GSC	GE	GR	GD	R	I	S	C	E	A	CT	MF	ST	MEL	CHL	PHL	SAN
<u>Lawyers & Judges</u>		-10			+05		+01			-01			-10	-10	-10						-05	+01	+01
Hospital					+10					-01													
Skilled Tech.					+01	+05				-01			-10		-05	+10				-10	-01	+01	+01
Engineers								-10		-01											-01		
<u>Dentists</u>		-10					+05			+01											-05		
<u>Unknown</u>	-10	+10					-10				+01	+01	+01	+01	+01	+01	-10	-10	+10		+01	-01	-01
Deceased					+10	+10	+10			+05							+05				+10		

Note: Categories with significant multivariate F ratios underlined. Decimal points omitted. Significance level refers to univariate F ratio between this category and the grand mean and is designated as significant above or below the grand mean.

For explanation of codes of variables see Figure 2. Note also that six of the comparison teacher rating scales relating to personal, social and effort adjustment are omitted to save space.

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